

Gifted Seminar 2
Independent Completion
Instructions & Guide Questions

1. Complete the Resume Discussion questions that were distributed prior to Seminar
2. Meet with Mr. Guenther to briefly discuss each of these key ideas and pick up a Sample Resumes Packet II.
- 3a. What are the obvious resume components missing from Resume 1 of the packet? (**Cameron Bigguous**)
- 3b. (Resume 1- **Cam Bigguous**) What does each of the 5 bulleted items under Medical Related Experiences mean?
job shadow-
mentored-
advanced study-
viewed surgeries-
personal experience-
- 4a. What field would you say **Sam Undersell** is the most qualified to pursue based upon his resume?
- 4b. How does the Education information as presented by **Sam Undersell** hurt his chances?
- 4c. Is **Sam Undersell** a good student? Why or why not? *Ask Mr. Guenther to see further information.
- 5a. How does **Lacy B. Talented**'s resume hurt her chances? What is well done on this resume?
- 5b. DO we have reason to NOT TRUST what **Lacy B. Talented** states on her resume? Why ?
- 6a. What is the acronym D.E.P. on **Ted Giff**'s resume? Is this a problem? Why or why not?
- 6b. In the EXPERIENCE section of **Ted Giff**'s resume, why is Crops capitalized? What must Ted (and you) do before submitting a resume? How would you correct/prevent this automated error?
- 6c. Is **Ted Giff** a good student? How can you determine this? Does his EDUCATION section help with this determination?
- 6d. With how many of the five AWARDS from Ted Giff's resume are you familiar? All 5, 4, 3, 2, 1, none
What do these awards tell you about Ted Giff ? Do the names of the Awards help? What would be more helpful?
- 6e. Is **Ted Giff**'s resume balanced? What might he do to make it more balanced?

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7a. Notice the improvement in descriptions on **Ima Good-Student's** resume as compared to the previous resumes. Which one description might be the MOST HELPFUL in assisting her to achieve her goal or objective? Why?

7b. Using the same information found in **Ima Good-Student's** *Awards, Fellowships, Grants* section, how would you IMPROVE the wording and/or sequencing to make it more effective? Rewrite that section below, including the heading:

7c. How could **Ima Good-Student** improve the balance of her resume?

8a. Which half of **Desiree Kriptive**'s resume is better? Why?

8b. Based upon the objective, which half of **Desiree Kriptiv's** resume would the recipient focus on? Will the information as presented in Des' resume help her land an interview or will the resume be placed in the "Thanks, but no thanks" pile?

Since a resume is a type of written composition, the evaluation Chec-Bric was built from the Pennsylvania System of School Assessment (PSSA) Writing Domains Rubric. Utilizing the same overall domains or concepts, a checklist of components and resume-relevant details was developed. A checklist can be created from any rubric to create a type of “blueprint” for that given assignment.

9 & 10. Evaluate two resumes using the Resume Chec-Bric. For those who turned in resumes you should evaluate your own. You should then choose one or two of the three remaining resumes in the packet, Ann Phormative, Jenni Tikkes, or Samuel Pull, to score using the Resume Chec-Bric.

A) Write the respective resume “author’s” name in the NAME - slot on the appropriate side of the Chec-Bric (For your own, be sure to identify GENERAL / FOCUSED). For samples, include “author’s name as well as your own.

B) Directions at the bottom right of the Chec-Bric: *italics* first (+/-), then **bold** (+/-), then **DOMAIN** (4,3,2,1)

Evaluating small details first, then build towards components, then to the overall concept or domain.

C) (+) well done (/) [checkmark] OK (-) needs improvement
 4= Advanced (WOW-Very Effective), 2=Basic (OK- present),
 3= Proficient (GOOD-Effective), 1=Below Basic (EH?-present, barely meets criterion)
 0= not present

Return the following to Mr. Guenther to receive "credit" for Seminar:

11. Return the completed Resume Discussion questions.
12. Return the completed Instructions and Guide questions (this sheet)
13. Return the Resume Samples Packet II
14. Return two completed Chec-Brics (can be two-sided)
15. Complete your own resumes, print three copies to turn in, and email electronic version to bguenther@berwickisd.org